



Montana Office of Public Instruction  
Linda McCulloch, Superintendent  
In-state toll free 1-888-231-9393  
www.opi.mt.gov/IndianEd

# Model Lesson Plan

## Social Studies

### Grade 3 - Topic 9 - The Seven Indian Reservations of Montana

#### Stage 1 - Desired Results

**Established Goals:**

- Students will know and locate the seven Indian reservations of Montana. (GLE 3.3.1)
- Each Montana reservation has a tribal capital. (GLE3.2.3)
- Students will use appropriate geographic resources to gather basic information about each Montana Indian Reservation. (GLE 3.3.3)
- Students will know some differences among tribes—i.e., location, land form, languages, cultures, and government (GLE 6:3.2)

**Understandings:**

- There are seven Indian Reservations in Montana: Crow Indian Reservation, Northern Cheyenne Indian Reservation, Fort Peck Indian Reservation, Fort Belknap Indian Reservation, Rocky Boy's Indian Reservation, Blackfeet Indian Reservation, and the Flathead Indian Reservation. (GLE 3:3.1)
- There are 12 Montana Indian tribes. They are: Crow, Northern Cheyenne, Dakota, Gros Ventre, Assiniboine, Chippewa-Cree, Blackfeet, Salish, Kootenai, Pend d'Orielle and the Little Shell Chippewa. (GLE 3.3.2; GLE 6:3.2)
- The Little Shell Chippewa do not have a reservation.
- Each reservation has a government at the tribal capital which takes care of the business for the reservation. (GLE 3.2.3)

**Essential Questions:**

- What are reservations? How many are there in Montana? What are their names? Where are they located?
- What are Indian tribes? What tribes are located in Montana?
- How do tribal governments help the people who live on them?
- Why is it important to understand reservations and their governments?
- How does my culture shape me? How could it shape tribal government?

*Students will know...*

- Locations and functions of the 7 reservation tribal governments including Little Shell.

*Students will be able to...*

- Locate and name the seven reservations of Montana, and their capitals.
- Tell why reservations have governments, and what the governments do for their people.
- Define new vocabulary words and use them in discussions.

#### Stage 2 - Assessment Evidence

**Performance Tasks:**

- Each student produces a map which shows the seven Indian reservations and their capitals. Indicators of quality for the proficient level include: informative title of map which allows the reader to determine the map's purpose, neat handwriting, all words spelled correctly, all reservations and capitals accurately represented.
- Each student keeps a notebook of the new words learned, with definitions and ideas about each word. Indicators of quality for the proficient level include: All new vocabulary words are carefully defined, and sometimes a sentence is written to indicate that the student knows how to use the word correctly in context. The notebook is easy to read, and the student uses the vocabulary words to review, at intervals decided by the teacher.
- Each student knows the quality indicators required to be at the proficient level for the map and notebook assignments. (See rubric)

**Other Evidence:**



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### Stage 3 - Learning Plan

#### Learning Activities:

- W= Students receive the assignment and expectations, including the list of vocabulary and concepts they are expected to know, the Essential Questions, Understandings, and the materials they need to complete their work.
- H= Teacher and students should discuss the Essential Questions. These Essential Questions will guide their discussions and the whole-class activity.
- E= Teachers guide the discussion activities carefully, checking frequently for student understanding and misconceptions.
- R= Students listen carefully; the purpose is to learn more, and where necessary, revise their ideas about reservations and their governments, based on their understandings. By the end of the discussion, students should be able to locate and identify all of the Montana Indian reservations.
- E= Students locate and identify the 7 reservations and the tribal capitals.
- T= Students who are not able to complete all features of the assignment (they may have an IEP, for example) should perform based on their different needs and abilities.
- O= Students will complete the activities in about four-five class periods (about 25-30 minutes each); this should keep student engagement and learning high.

#### “KIDS WITH QUESTIONS?”

1. At this point in their study, students should be able to use their reservation maps to identify the closest tribal government, contact that tribal chairperson, or a local tribal member, and invite that person to the classroom for a discussion of Tribal Government, operations, policies, and responsibilities.
2. Students should also contact the Mayor/County Commissioner of their community and invite that person to the classroom to discuss city/county government. This special occasion can be done with multiple or individual classrooms.
3. Invite both individuals for the same class session if possible. This will provide the students an excellent opportunity to compare and contrast following the visit.
4. The essential component of this activity is student preparation! Make certain the essential questions are integrated into all parts of this activity.
5. Students should extensively discuss what they want to know using the inquiry process, prior to the government discussion.
6. Prior to the visit, questions and follow up questions should be recorded/written, and divided up among students, so each student has a question or follow up question.
7. Development of this inquiry will require not only the use of the inquiry process but also advance anticipation of answers guest speakers might give (teacher help definitely needed for this component).
8. Ask students if they have seen reporters question local leaders or the President of the United States on television. Try to configure this session so that the same setting is simulated.
9. Students, teachers, and guest speakers should have great fun working together to enhance understanding of both government functions. How are these governments alike, and how they are different.
10. Following the guest speaker forum, students should individually, or in small groups, write to both speakers, citing one piece of information that the speaker explained in a way that increased student understanding. They should also thank the speaker for coming to their class.
11. A synopsis of this enjoyable event should be recorded in student notebooks (follow-up activity). This can be completed individually, or in small groups.
12. Expansion of activity: If time have students make refreshments, if familiar with guest speakers have a few “stump the speaker” questions!

#### Vocabulary:

- reservation, government, tribal capital, leaders.
- Crow, Northern Cheyenne, Dakota, Gros Ventre, Assiniboine, Chippewa-Cree, Blackfeet, Salish, Kootenai, Pend d'Orielle, Little Shell Chippewa, Fort Peck, Flathead.

### Teacher Resources:

- 1. Montana wall map, suitable for instruction.
- 2. Montana road maps (or another map which shows the reservations, and can easily be seen by a student as he/she makes own map).
- 3. Blank Montana student maps, suitable for third graders.



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- Names of Reservations, names of the 12 MT Indian tribes as identified in ESSENTIAL UNDERSTANDINGS REGARDING MONTANA INDIANS: Essential Understanding # 1 (2005).
- Indicators of Quality—make an overhead, or supply one to each student.
- The Map Indicators of Quality can be modified to meet classroom needs. An even better rubric would be one designed by the teacher and his/her students. The Map Rubric is available in electronic format at the OPI site;
- Continue to integrate Social Studies Grade Three government and community information with this lesson.
- Materials on the Seven Reservations, some tribes; use information on tribes found in the OPI publication, Montana Indians: Their History and Location.

#### Teacher Notes

- This lesson incorporates major building blocks of knowledge. Students will locate and name the seven Indian reservations in Montana, and they will also continue their introduction to the 12 tribes and their locations in Montana. All grade 3 students should be briefly introduced to the names of all 12 tribes, although they are not held accountable to name all the tribes at this grade level. Advance notice: students should be able to name all of these by the end of grade 4. Grade 4 spends time on each tribe.